



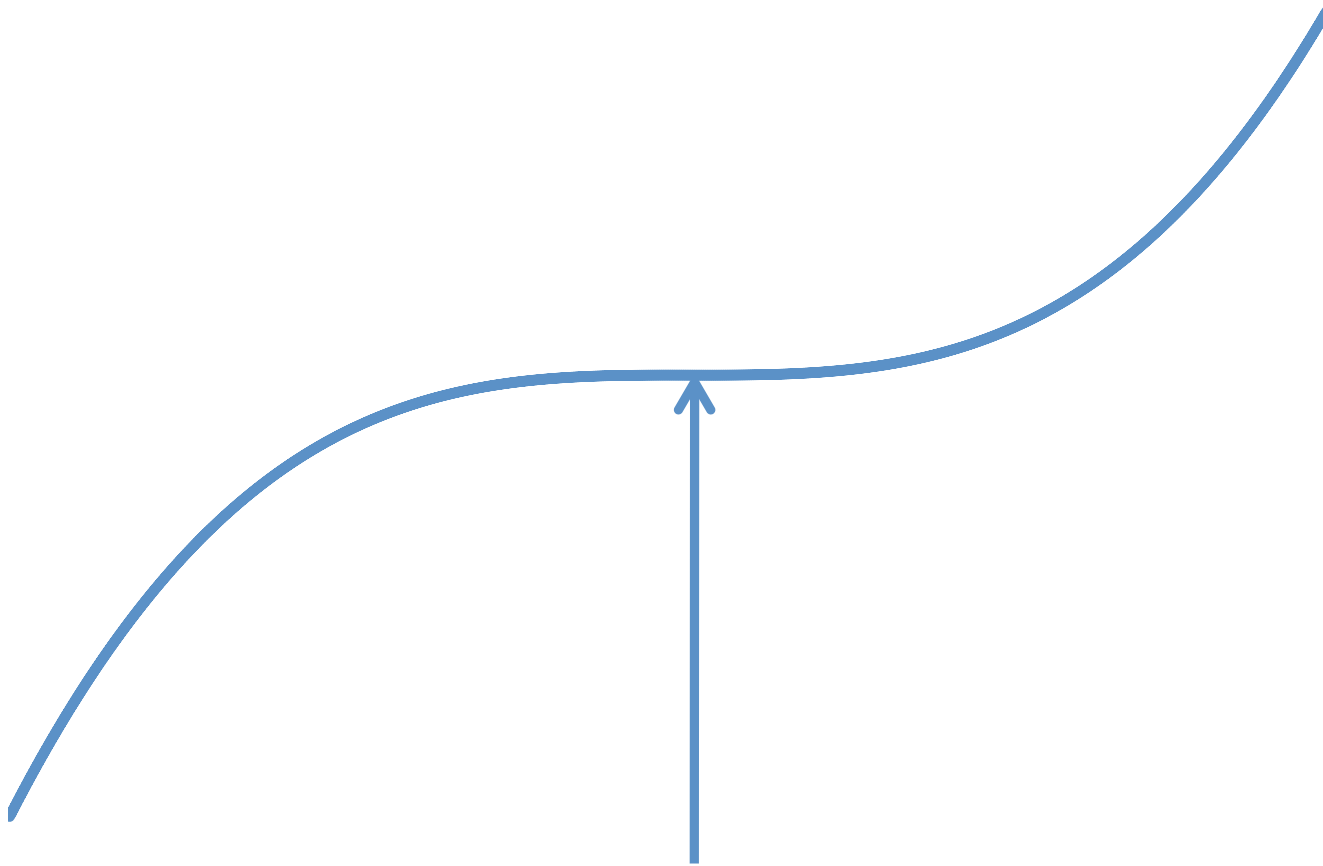
Tripod Classroom-Level Student Perceptions as Measures of Teaching Effectiveness

May 13, 2011

Ronald F. Ferguson, PhD

The Tripod Project for School Improvement, the Achievement Gap Initiative at Harvard University, the Wiener Center for Social Policy at the John F. Kennedy School of Government, and the Harvard Graduate School of Education.

Inflection Point



“The mission of the North Carolina State Board of Education is that every public school student will **graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.**”

Source:

Introduction to, the “North Carolina Teacher Evaluation Process.”

Approved August 2008.

Informing a *District-Level Movement* for More Effective Teaching and Learning

I.	<i>Goals</i> Inside the <i>Movement</i>
II.	<i>Strategies</i> for achieving the <i>Goals</i> inside the <i>Movement</i>
III.	<i>Policies</i> that support the <i>Strategies</i> for achieving the <i>Goals</i> inside the <i>Movement</i>
IV.	<i>Programs</i> and <i>Projects</i> authorized, enabled and sometimes even required by the <i>Policies</i> that support <i>Strategies</i> to achieve <i>Goals</i> inside the <i>Movement</i>
V.	<i>Principles</i> inside the <i>Programs</i> and <i>Projects</i>
VI.	<i>Practices</i> that embody the <i>Principles</i>

***Goals* inside the Movement**

For example:

- College and Career Readiness
- 21st Century Skills
- Strong Performance on State Exams
- Other

Strategies (recipes) for achieving the ***Goals*** inside the ***Movement***

Strategies for:

- ✓ refining the curriculum
- ✓ helping teachers improve instruction
(for example, in **Tripod Seven C's** domains)
- ✓ helping students to become more focused on their studies and more optimistic about success (e.g., **Tripod Targets for Student Engagement**)
- ✓ monitoring progress (including with surveys of students, teachers, parents and other stakeholders).

Why survey stakeholders?

In the context of a district-level movement for school improvement, surveys can play key roles in measuring what stakeholders are experiencing as members of the school community.

Our emphasis today is on how Tripod surveys measure student perceptions of life in the classroom in ways that can inform our efforts not only to evaluate, but also to improve teaching and learning.

Student perspectives can help guide:

- ✓ **teachers** as they work to improve;
- ✓ **leaders** as they set professional development priorities for teachers;
- ✓ **coaches and mentors** in supporting teachers;
- ✓ **higher education institutions** as they develop teacher training programs.

Key Points Today

- Teaching in **some classrooms** is much **more effective** than in others at fostering *Seven C's* learning conditions.
- There tends to be much more *Seven C's* **variation within schools**—from one classroom to another—than between them, from one school to another.
- Generally, students are **happier, more hard working and more satisfied with their achievements** in classrooms that rate higher on the *Seven C's*.
- Student perceptions of classroom practice on *Seven C's* dimensions can **help in predicting learning outcomes** and should be taken seriously by policy makers and educators.
- There are many ways that student perspectives can be used to provide useful information about patterns of teaching effectiveness, ideally in combination with other measures: we need **multiple measures multiple times**.

Effectiveness Measures based on Student Perceptions

Assuming that student perceptions are among *multiple measures* administered *multiple times*

Tripod Student Survey Domains	Purpose to Inform:	
	Accountability Decisions	Professional Development and other School Improvement Decisions
Student Perceptions of <u>Seven C's</u> at the classroom level	Yes	Yes
Student <u>Academic Engagement</u> at the classroom level	Maybe	Yes
Student <u>Social Engagement</u> at the classroom level	Probably Not	Yes
<u>Some Combination</u> of the Above	Maybe	Yes
School Aggregate Measures, including school climate items, whole school level	Probably Not	Yes

Some Key Dimensions of Student Success

that Depend on Learning Conditions in Schools and Classrooms

- A. *Achievement Gains*** on standardized tests in standard academic domains (e.g., value-added gains in reading, math, science, . . .)
- B. Development of Healthy Dispositions** (e.g., good citizenship, ambitiousness, conscientiousness, . . .)
- C. Quality of Life** (e.g., a sense of belonging, sense of fulfillment, a sense of validation and efficacy)

Effective teaching creates learning conditions for student success in domains such as listed on the previous slide.

But how do we know which teaching practices are most effective at fostering student success?

Do elementary and secondary students recognize effective teaching when they experience it?

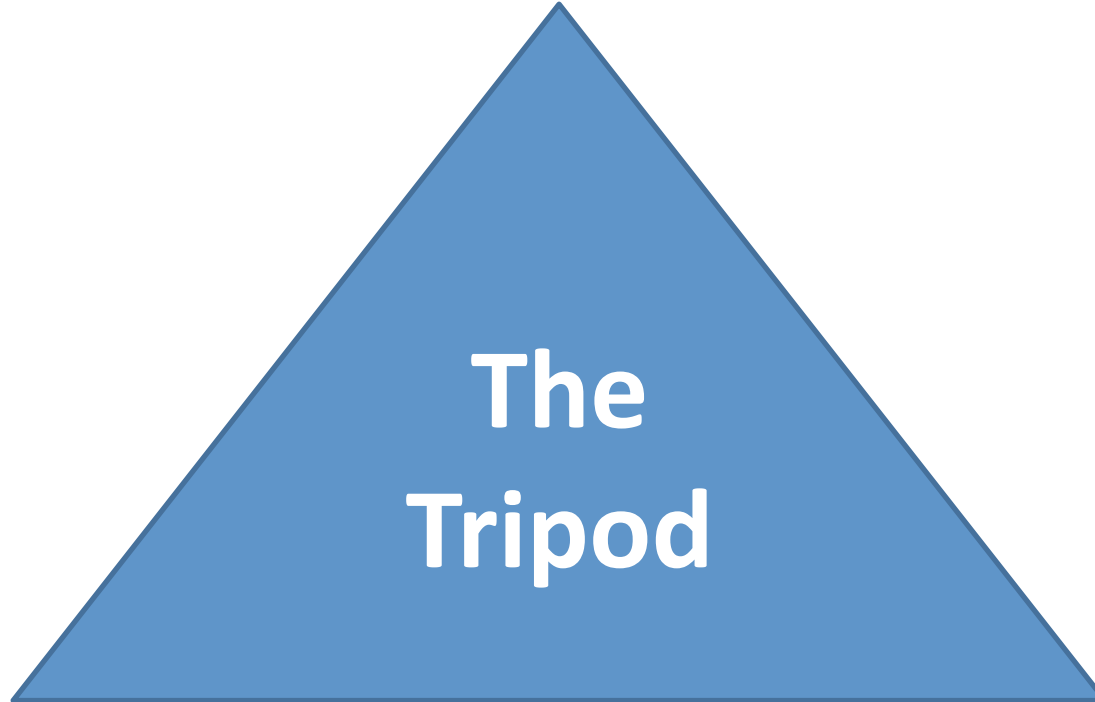
Should we take student perspectives seriously?

Content Knowledge

**The
Tripod**

Pedagogic Skill

Relationship-Building Skills



The Seven C's

What Teachers Do (What Students Experience)

- 1. *Caring*** about students (Encouragement and Support)
- 2. *Controlling*** behavior (Press for Cooperation and Peer Support)
- 3. *Clarifying*** lessons (Success Seems Feasible)
- 4. *Challenging*** students (Press for Effort, Perseverance and Rigor)
- 5. *Captivating*** students (Learning seems Interesting and Relevant)
- 6. *Conferring*** with students (Students Sense their Ideas are Respected)
- 7. *Consolidating*** knowledge (Ideas get Connected and Integrated)

COMPATIBLE FRAMEWORKS

N. Carolina's Five Teacher Evaluation Standards. Teachers:	Tripod's Seven C's of Classroom Practice. Teachers:
1. Establish a respectful environment . . .	1. Care
2. Demonstrate leadership	2. Control (Balanced classroom management)
3. Know the content they teach	3. Clarify
4. Facilitate learning for their students	4. Challenge (effort & rigor) 5. Captivate 6. Confer
5. Reflect on their practice	7. Consolidate

STUDENT ACHIEVEMENT OUTCOMES

The Seven C's

What Teachers Do (What Students Experience)

1. **Caring** about students (Encouragement and Support)
2. **Captivating** students (Learning seems Interesting and Relevant)
3. **Conferring** with students (Students Sense their Ideas are Respected)
4. **Controlling** behavior (Culture of Cooperation and Peer Support)
5. **Clarifying** lessons (Success Seems Feasible)
6. **Challenging** students (Press for Effort, Perseverance and Rigor)
7. **Consolidating** knowledge (Ideas get Connected and Integrated)

Student Engagement Targets

(Both Individual and Collective)

1. **Trust Safety** (vs. Mistrust)
2. **Cooperation** (vs. Resistance)
3. **Ambitiousness** (vs. Ambivalence)
4. **Diligence** (vs. Discouragement or Disengagement)
5. **Satisfaction and Efficacy** (vs. Disappointment and Failure)

Teacher Professional Learning (PLCs)

Content Knowledge

The
Tripod

Pedagogic Skill

Relationship-Building Skills

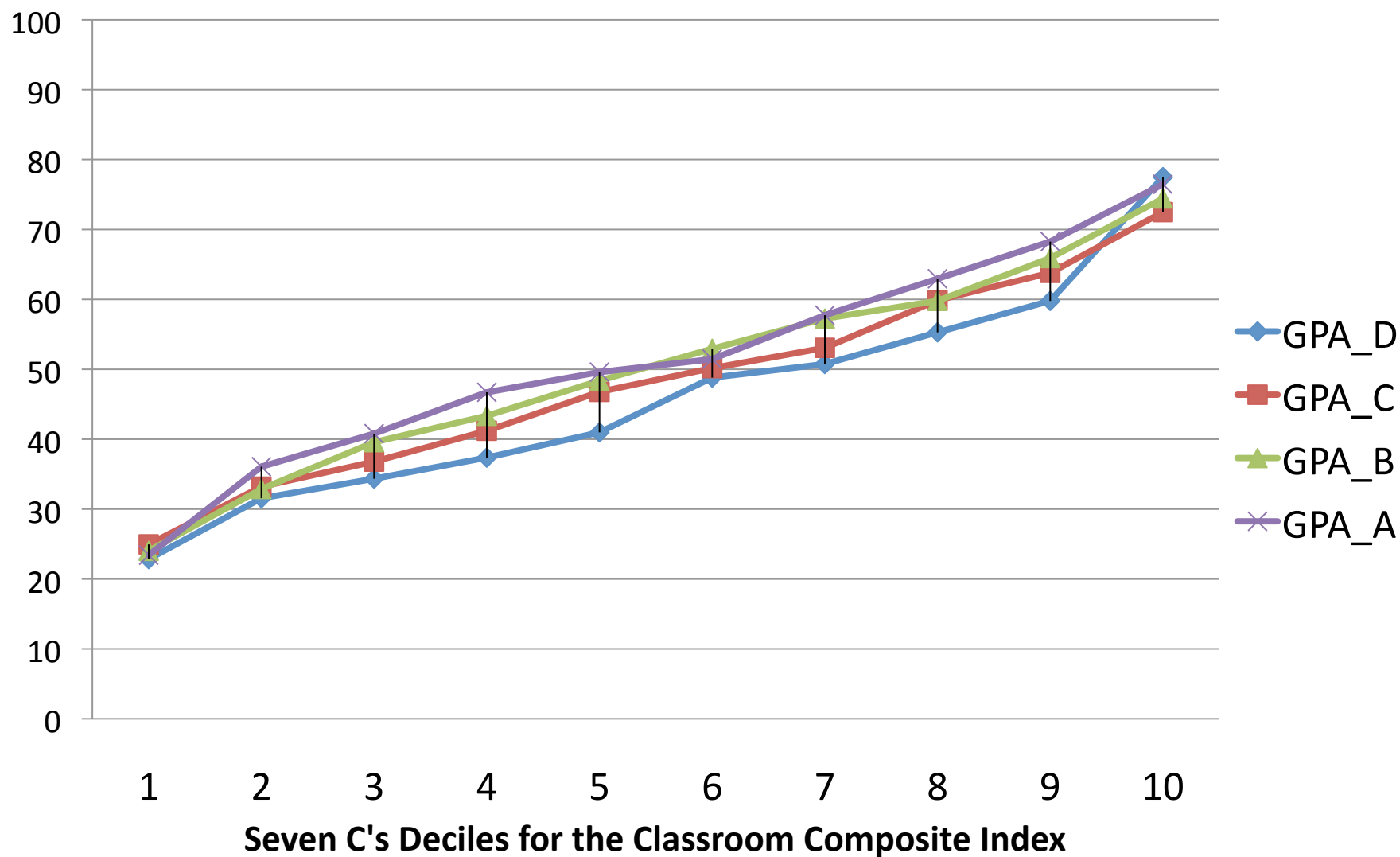
Learning from Student Surveys

How much do classrooms differ with
regard to the Seven C's?

A composite 7C inter-classroom index was formed by combining all seven of the indices—i.e., Cares, Controls, Clarifies, Challenges, Captivates, Confers and Consolidates—into one composite number.

Then, the composite index was used to rank classrooms into instructional quality deciles, quintiles or quartiles.

**Percentage agreement with items in the Seven C's
Composite Index, by decile of the index and GPA level.
(1260 secondary school classrooms in an urban school district.)**

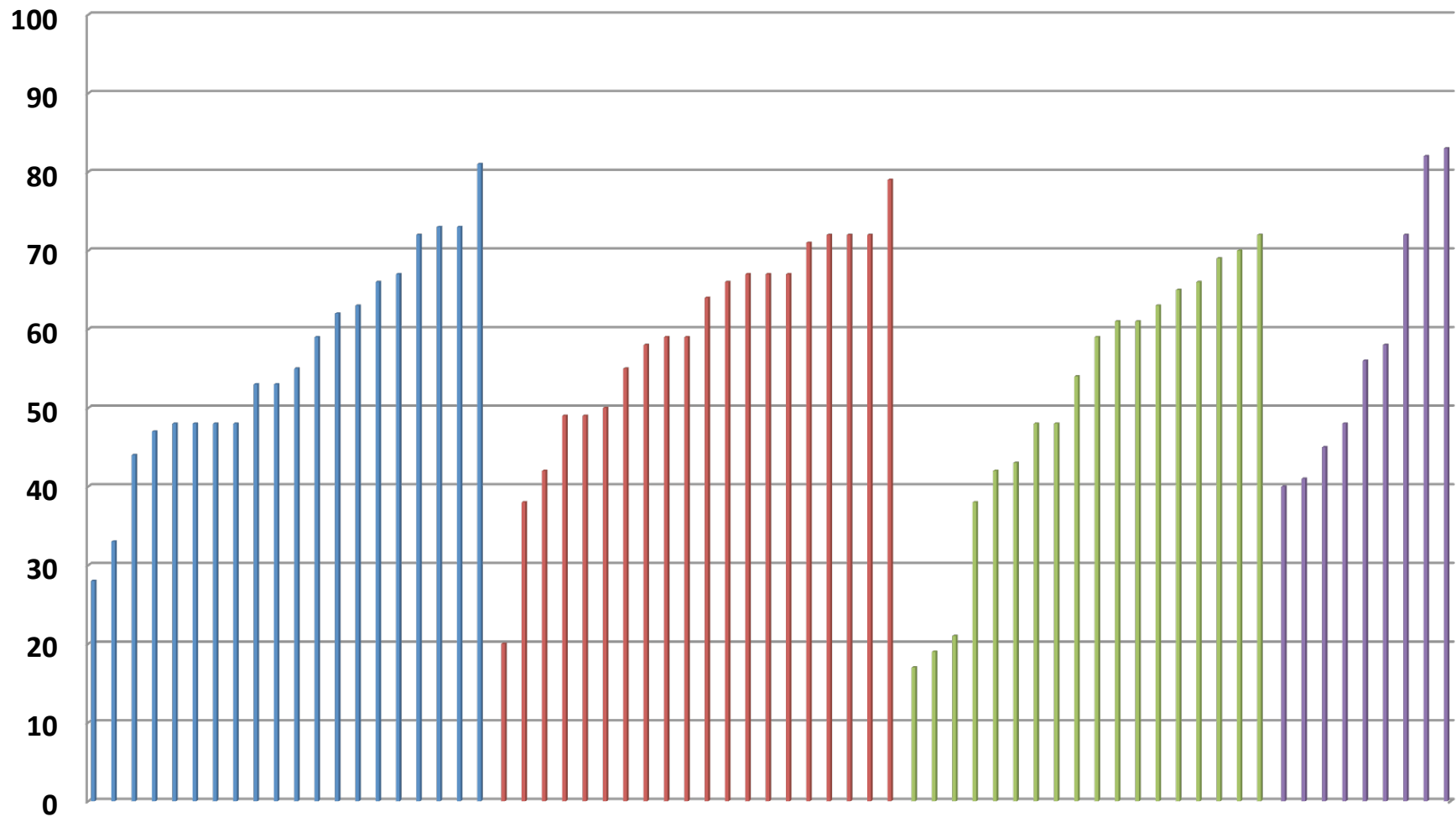


**Do schools in rural districts
show similar patterns?**

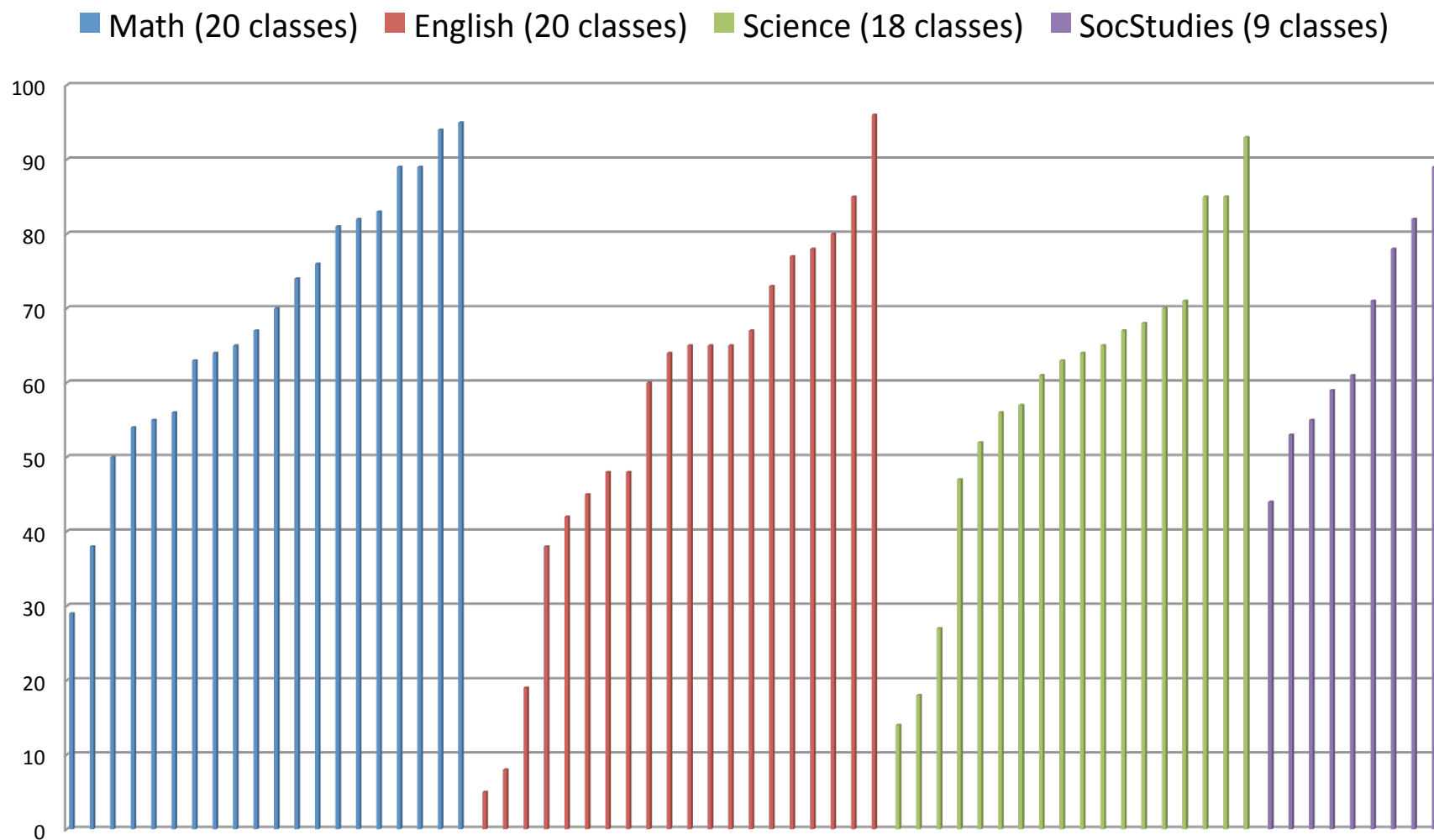
Yes. For example:

Average percentage agreement with items in Seven C's indices, for a rural NC district. (Each bar represents one classroom.)

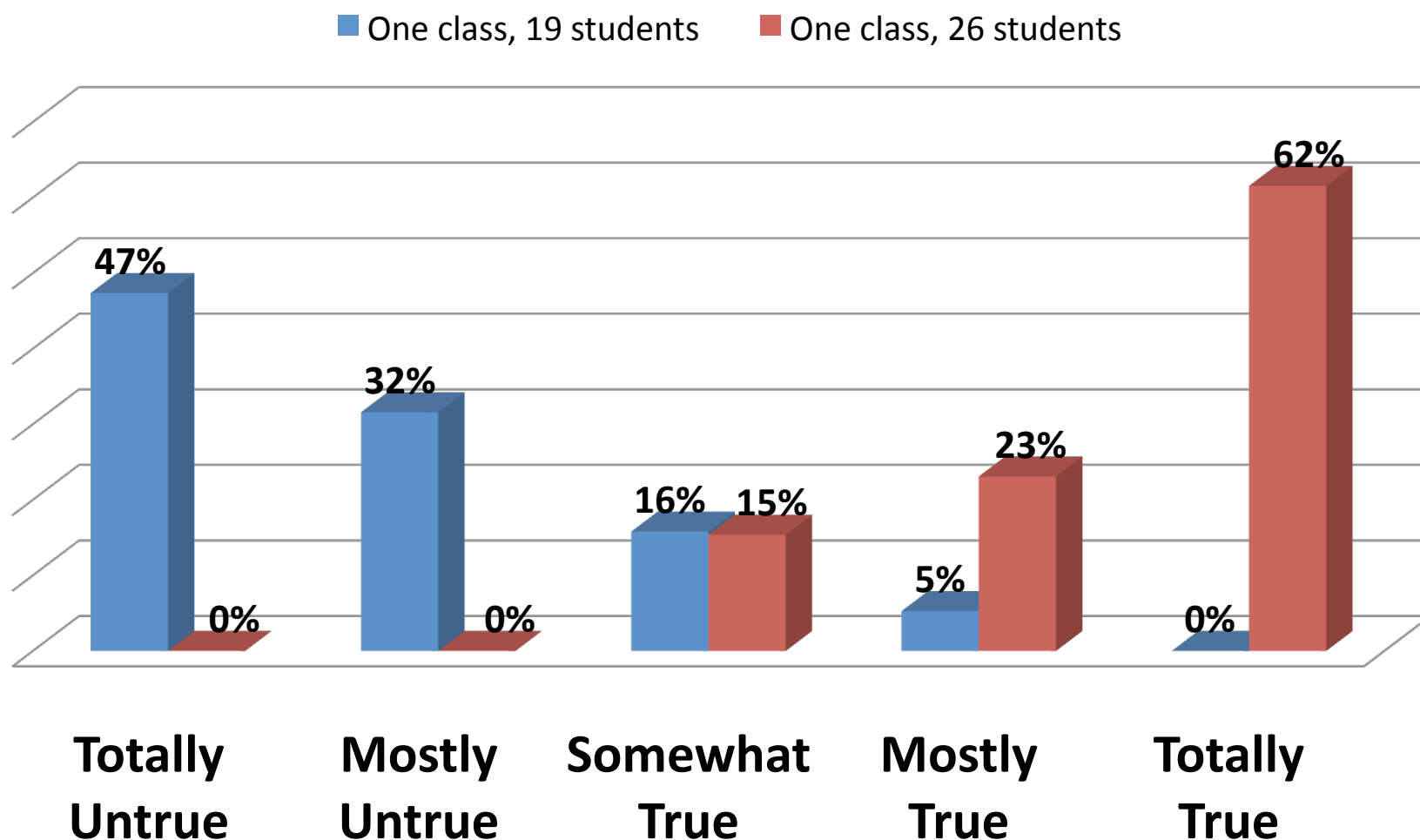
■ Math (20 classes) ■ English (20 classes) ■ Science (18 classes) ■ SocStudies (9 classes)



Percent agreement (i.e., Mostly or Totally True), for:
"In this class, we learn a lot almost every day."
 (A rural NC district; each bar is a class.)



Percentages giving each response to:
"In this class, we learn a lot almost every day."
(NC, rural middle school, two English classes.)

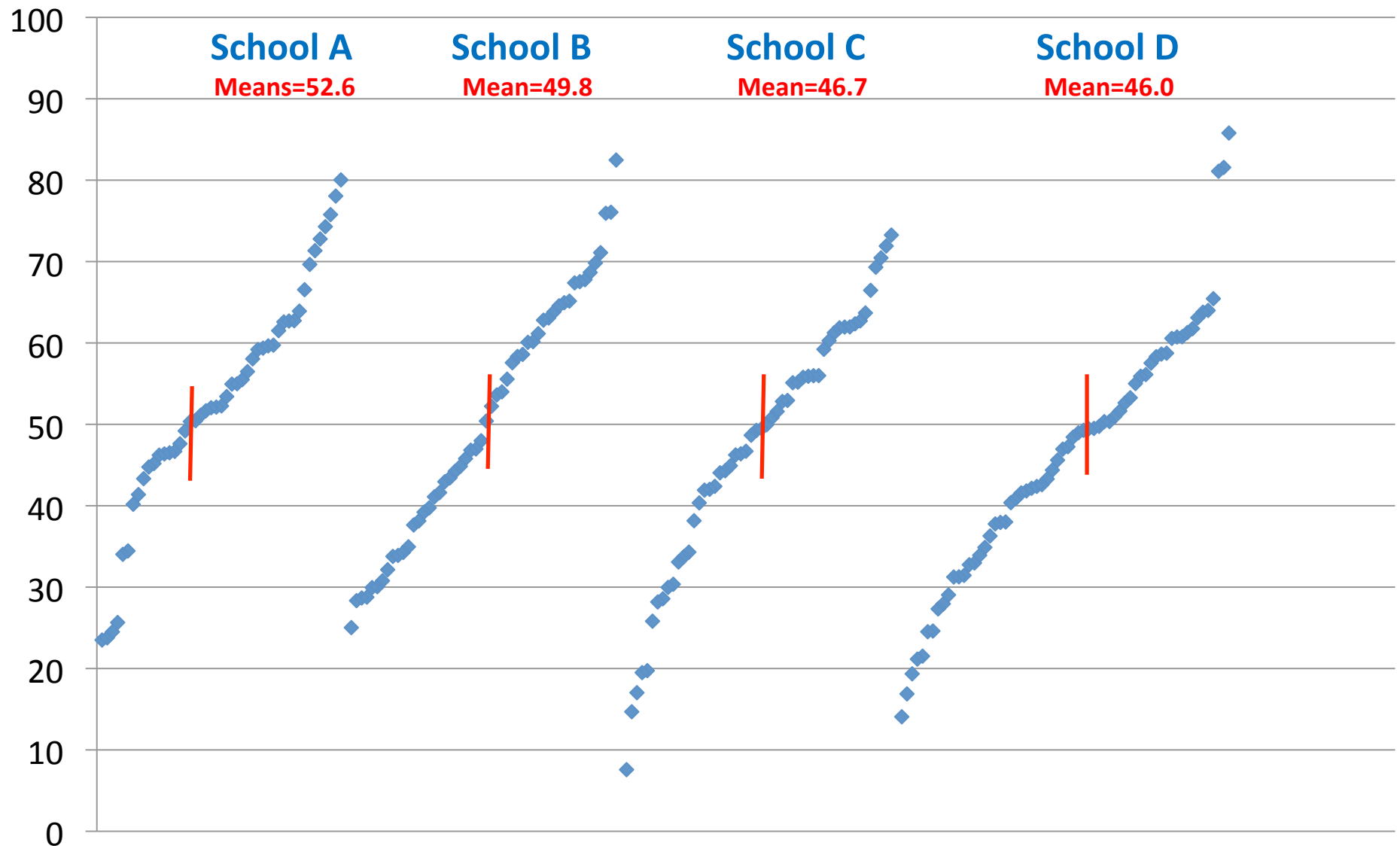


The Point: Teaching in some classrooms is much more effective at fostering Seven C's conditions than in others.

But is it mainly that some schools are just better than others? Is the quality variation mostly *between* schools?

Classroom average levels of agreement with Seven C's items in four urban middle schools.

(Each dot represents a classroom with between 10 and 50 students.)



The Point: There tends to be much more *Seven C's* variation within schools—from one classroom to another—than between them, from one school to another.

But does such variation correlate with anything that matters?

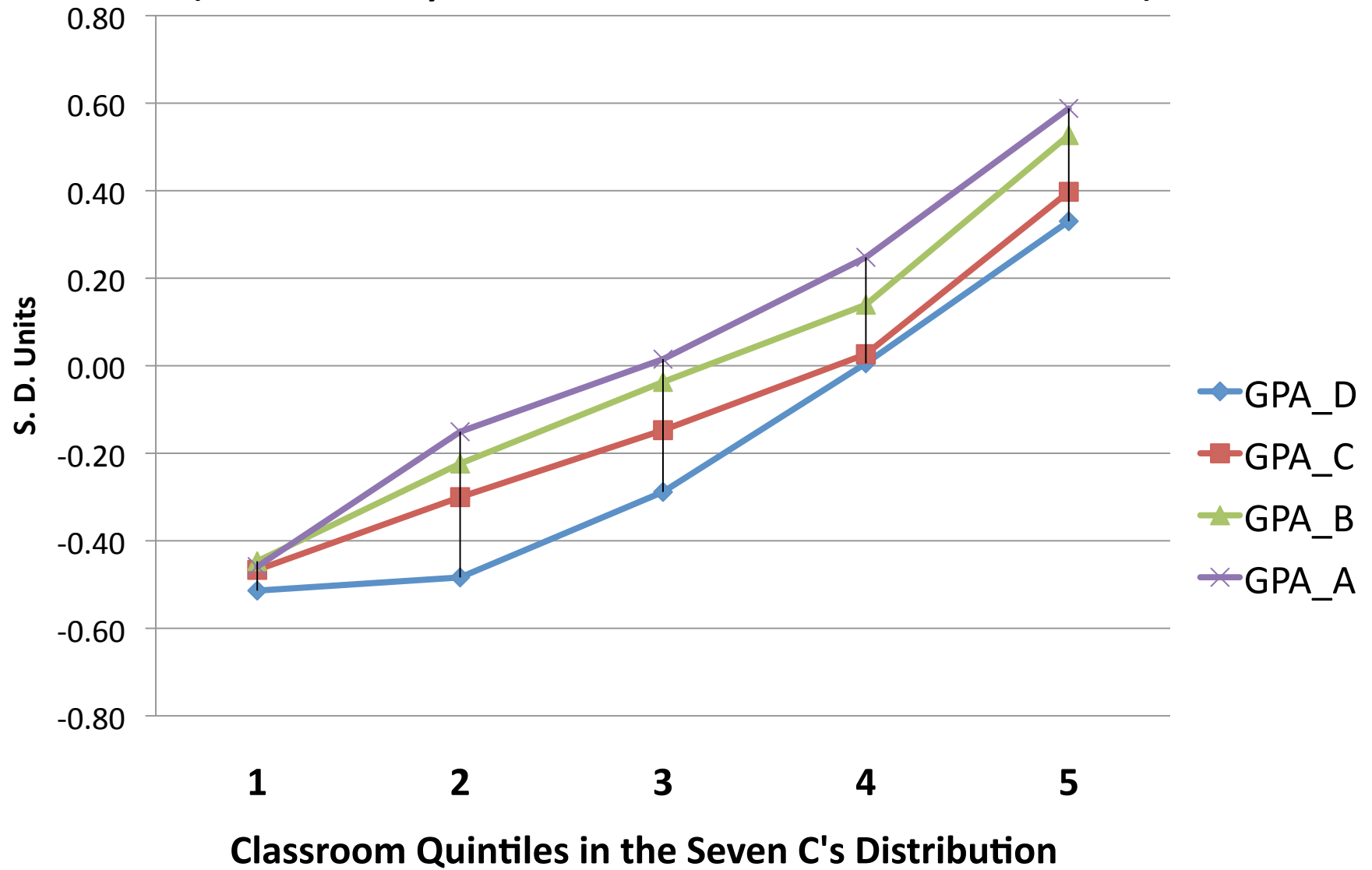
How are the Seven C's related to student engagement and quality of school life? Do the answers differ by grade point average?

Developing *healthy dispositions* and experiencing *a high quality of life in school*: the next several slides show relationships to the Seven C's for:

- Happiness in class
- Good behavior in class
- Health vs. unhealthy responses to social pressures
(e.g., holding back, hiding effort, help avoidance, etc.)
- Self-consciousness about being perceived as smart or not by peers
- Academic engagement/effort
- Satisfaction with performance and progress

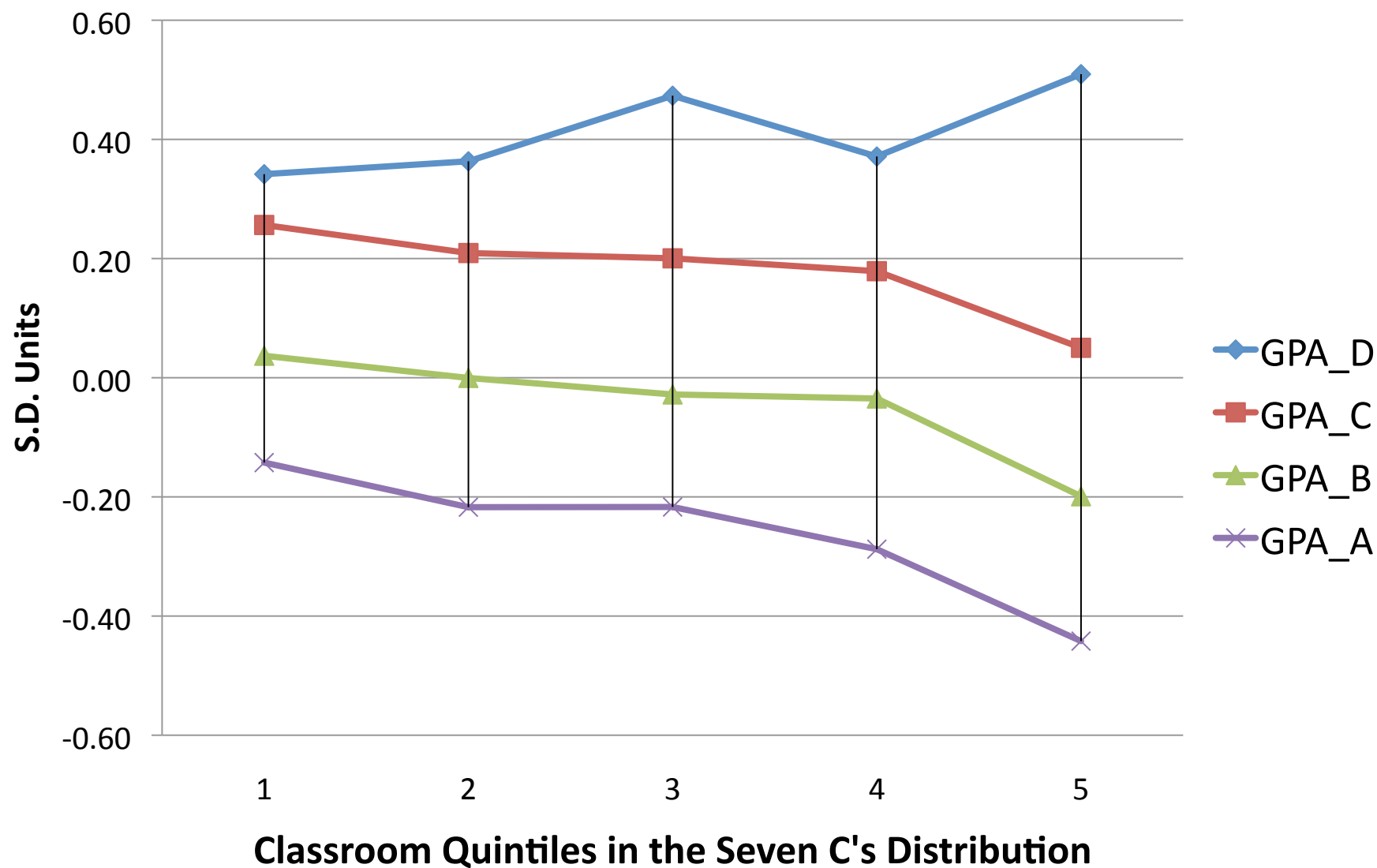
Happiness in Class

(1260 secondary school classrooms in an urban school district.)



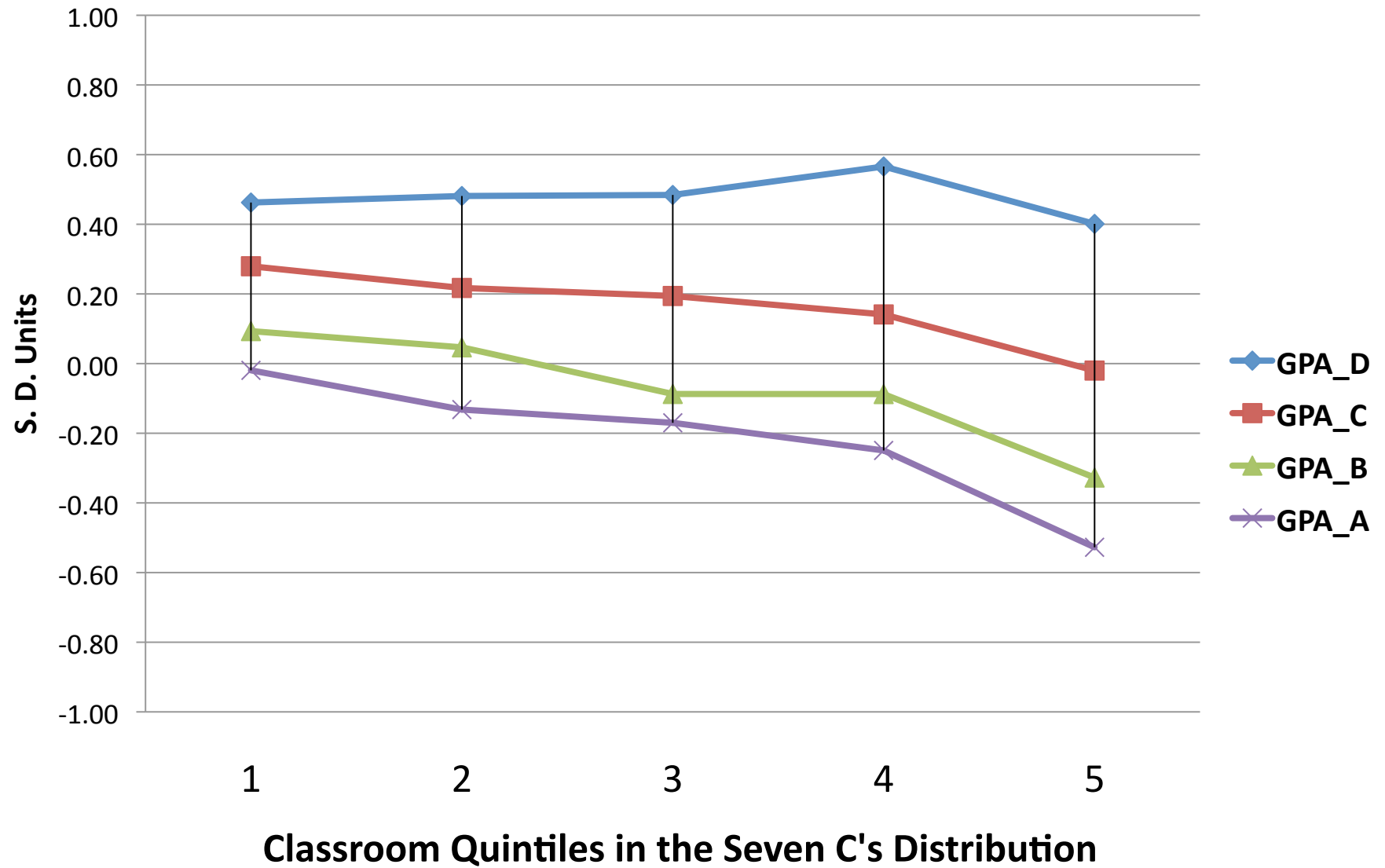
Personal Misbehavior in the Classroom

(1260 secondary school classrooms in an urban school district.)



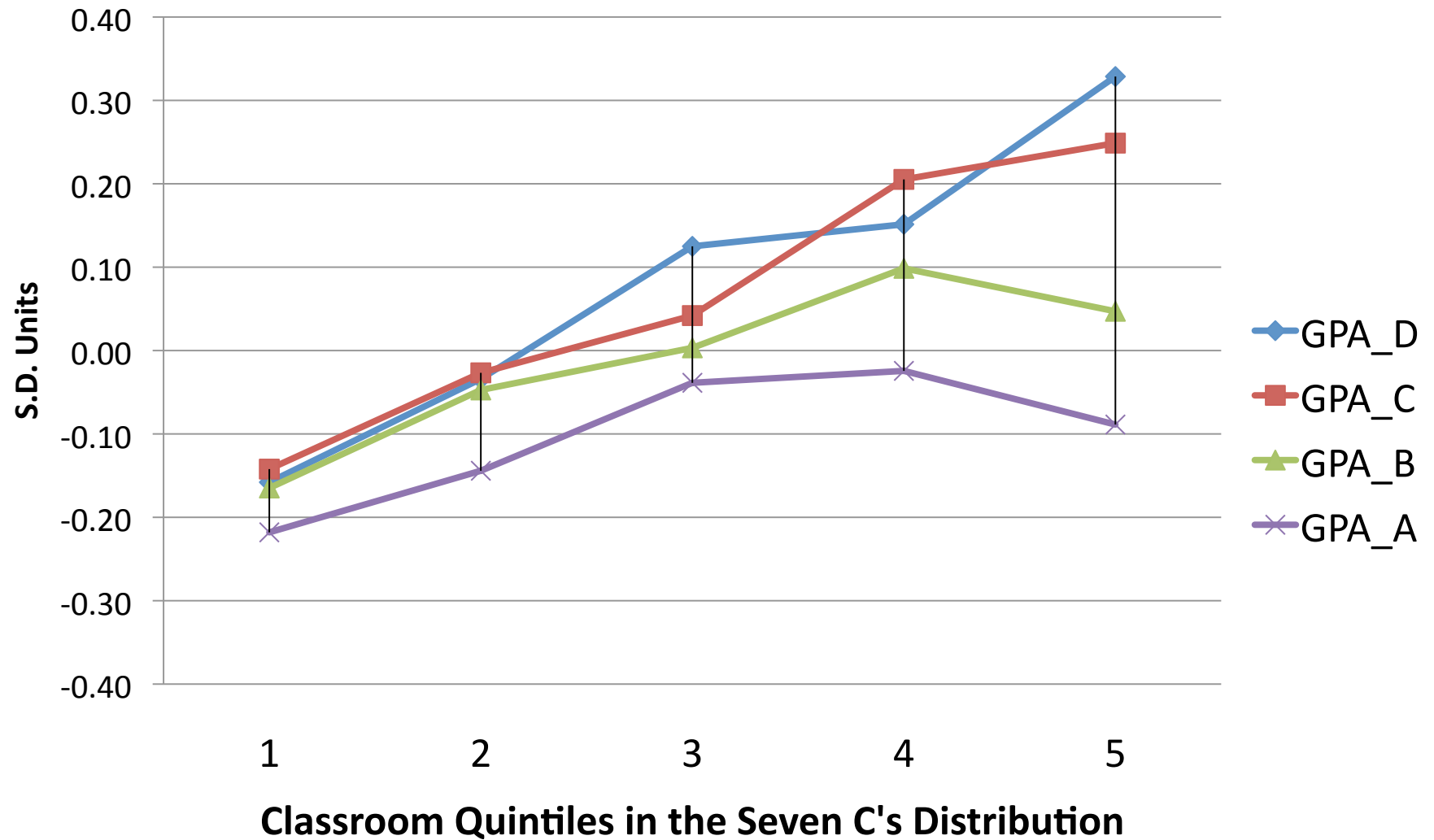
Social Stress

(1260 secondary school classrooms in an urban school district.)



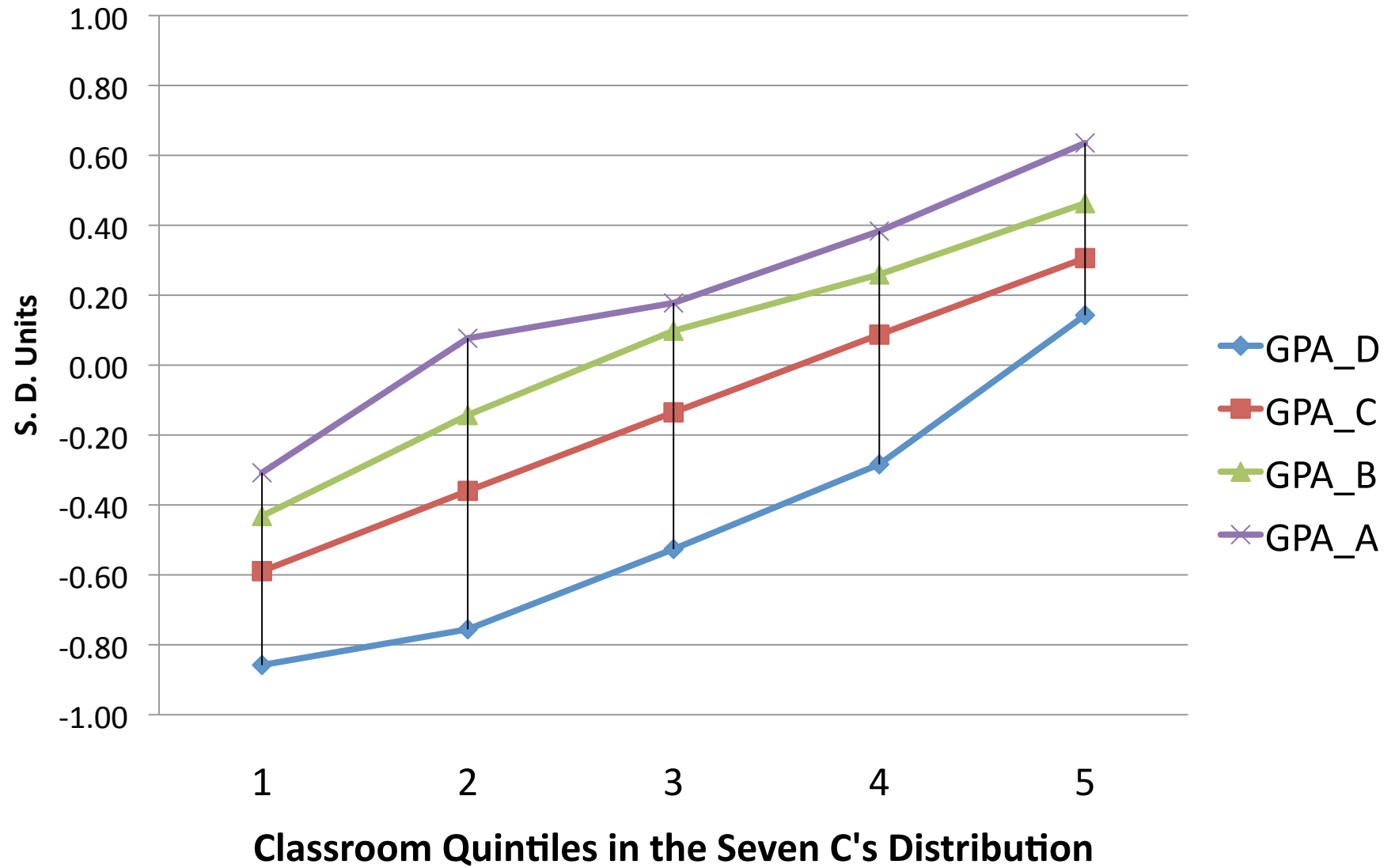
Self-consciousness about being perceived as smart (or not) by peers

(1260 secondary school classrooms in an urban school district.)

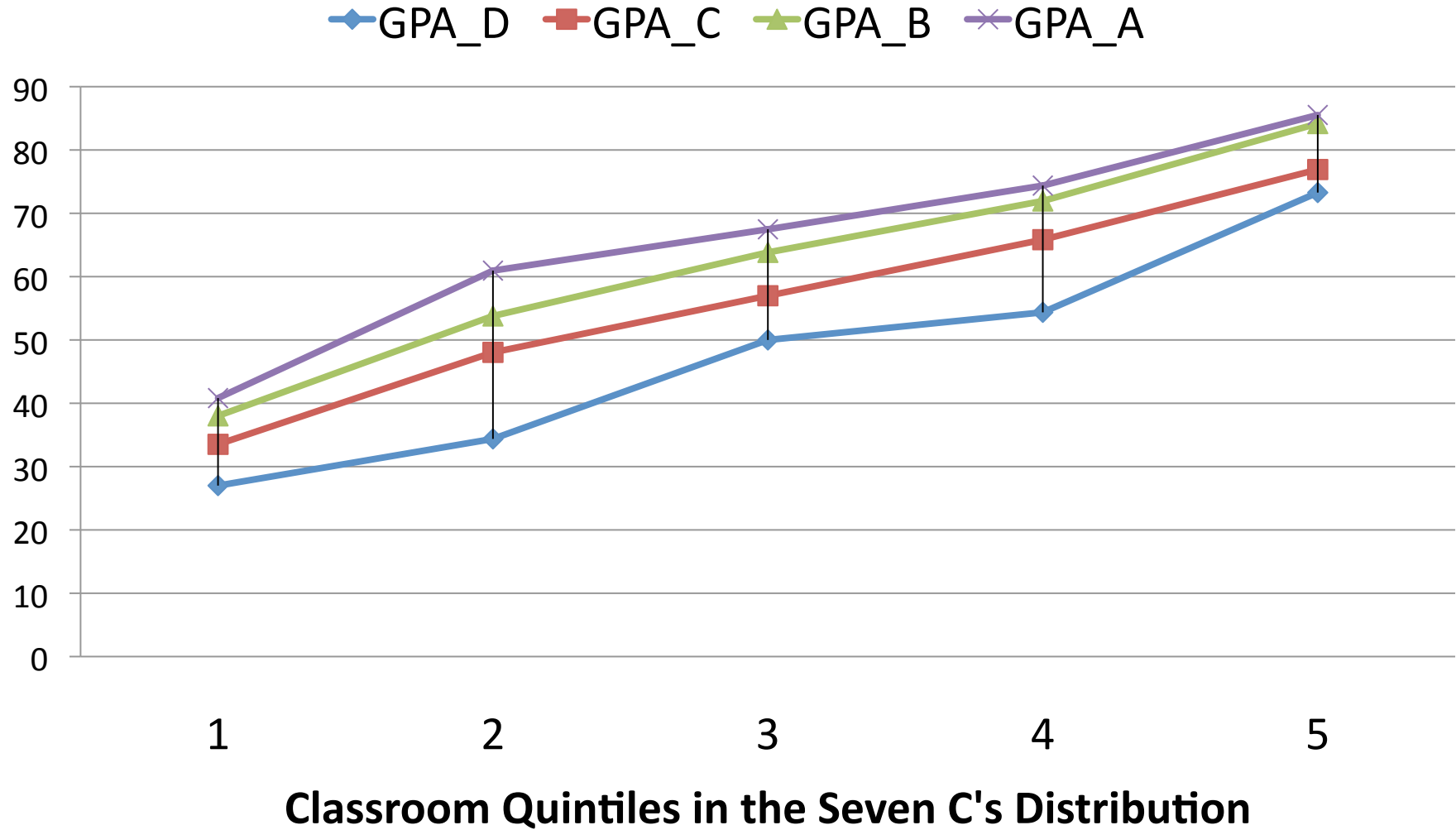


Academic Engagement

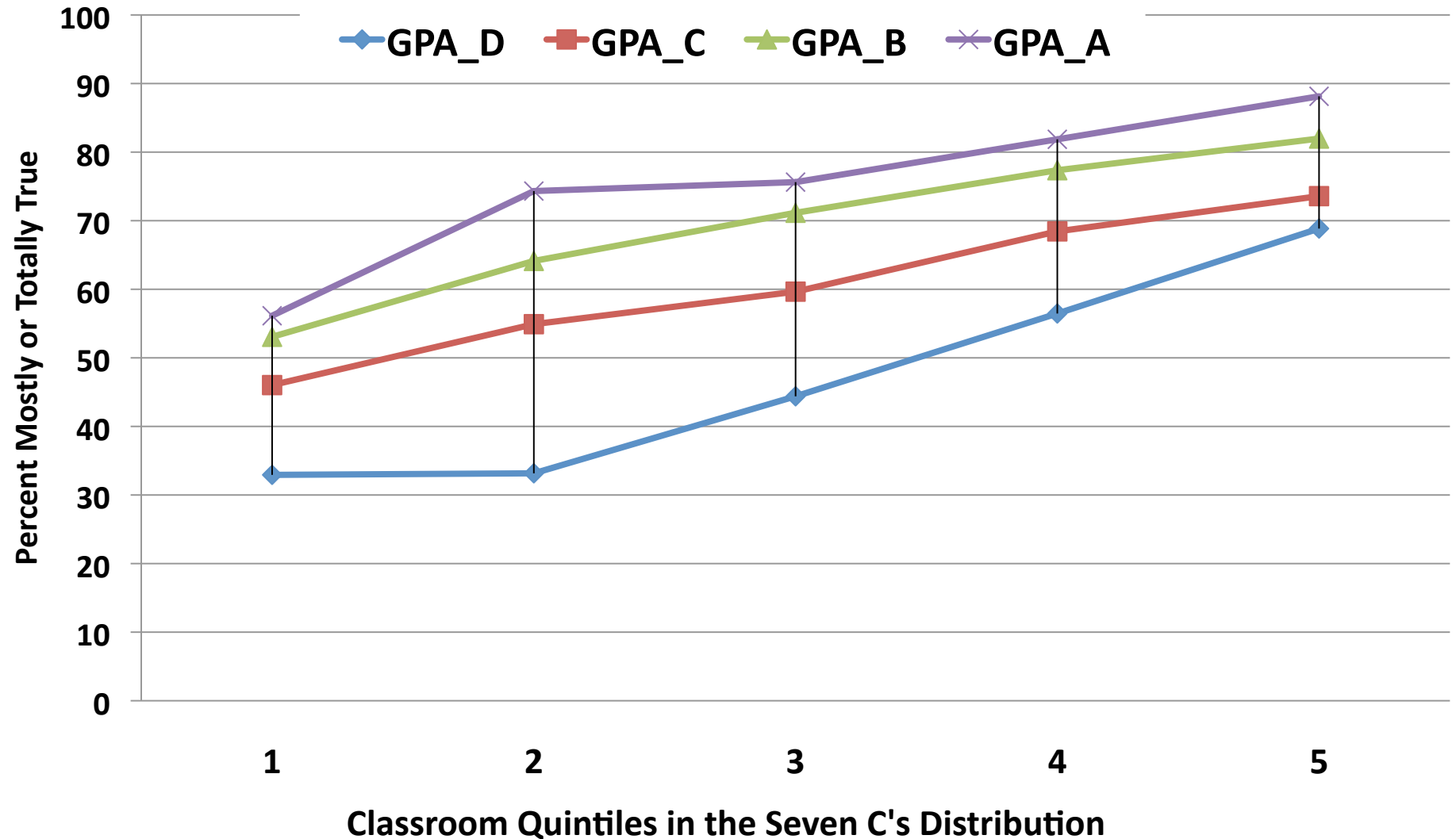
(1260 secondary school classrooms in an urban school district.)



VALIDATION:
Percent responding "mostly true" or "totally true" to:
"My teacher seems to believe in my ability."
(1260 secondary school classrooms in an urban school district.)



SATISFACTION:
Percent responding "mostly true" or "totally true" to,
"I am satisfied with what I have achieved in this class."
(1260 secondary school classrooms in an urban school district.)



The Point: Students are happier, more hard working and more satisfied with their achievements in classrooms that rate higher on the Seven C's.

But do they learn more?

Do the Seven C's predict value-added test-score gains?

First, a word on value-added growth measures:

A. UNADJUSTED: If we want to track progress toward equalizing learning outcomes ...

B. ADJUSTED : If our purpose is to estimate the effectiveness of instruction, ...

Some findings from the Gates
Foundation **Measures of Effective
Teaching** Project

Agreement with selected statements by students in 25th and 75th percentile classrooms from the MET secondary school sample.

(From among 2985 classrooms, each with at least 5 students responding)

	25 th Percentile	75 th Percentile
1. CARE: <i>My teacher in this class makes me feel that s/he really cares about me</i>	40	73
2. CONTROL: <i>Our class stays busy and doesn't waste time.</i>	36	69
3. CLARIFY: <i>My teacher explains difficult things clearly.</i>	50	79
4. CHALLENGE: <i>My teacher wants me to explain my answers – why I think what I think.</i>	59	83
5. CAPTIVATE: <i>My teacher makes learning enjoyable.</i>	33	72
6. CONFER: <i>My teacher wants us to share our thoughts.</i>	47	79
7. CONSOLIDATE: <i>My teacher takes the time to summarize what we learn each day.</i>	38	67

Predicted differences in months of learning for classrooms at the 25th versus 75th percentiles of the composite Seven C's distribution for the MET sample.
([Estimated using surveys from one class and gains from another class, taught by the same teacher.](#))

Using student survey responses in one section to predict learning gains in another.	Predicted difference per school year*
<i>On state math tests</i>	4.8 months
<i>On the Balanced Assessment in Math</i>	3.7 months
<i>On state English Language Arts (ELA) tests</i>	2.3 months
<i>On the Stanford 9 Open Ended ELA</i>	2.9 months

*Based on Table 9, p. 26: Bill and Melinda Gates Foundation, “Learning about Teaching: Initial findings from the Measures of Effective Teaching Project.” December 2010.

The Point: Student perceptions of classroom practice can help in predicting learning outcomes and should be taken seriously by policy makers and educators.

But how can we use them?

**Using the Seven C's to develop
profiles and identify priorities
at multiple levels of drill down.**

There are multiple embedded levels of possible “drill down” on any given issue, e.g., to address questions about:

1. The district
2. One or more schools or grade levels within the district
3. One or more grade levels within a school
4. One or more classrooms within a grade
5. One or more students within a classroom
6. One or more survey items from among an individual student’s responses

ONE DISTRICT'S MIDDLE SCHOOLS WITH AT LEAST 200 RESPONDENTS

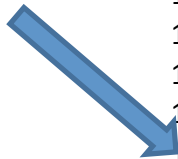
	Care		Clarify		Captive		Consolidate			
School name	Control		Challenge		Confer			Mean	N	
XXXXXXXXXX	-0.27	-0.38	-0.24	-0.18	-0.28	-0.38	-0.23	-0.28	604	
XXXXXXXXXX	-0.14	-0.35	-0.18	-0.18	-0.27	-0.35	-0.20	-0.24	691	
XXXXXXXXXX	-0.15	-0.43	-0.15	-0.05	-0.17	-0.35	-0.14	-0.21	633	
XXXXXXXXXX	-0.22	0.04	-0.12	-0.21	-0.06	-0.31	-0.22	-0.16	810	
XXXXXXXXXX	-0.15	-0.16	-0.12	-0.08	-0.11	-0.16	-0.12	-0.13	930	
XXXXXXXXXX	0.00	-0.39	-0.07	0.04	-0.12	-0.09	-0.06	-0.10	469	
XXXXXXXXXX	-0.07	-0.19	-0.15	-0.04	-0.17	-0.03	0.01	-0.09	313	
XXXXXXXXXX	-0.01	-0.41	-0.06	0.03	-0.04	-0.18	0.03	-0.09	502	
XXXXXXXXXX	-0.04	-0.29	0.06	0.04	0.04	-0.16	-0.01	-0.05	694	
XXXXXXXXXX	-0.22	0.03	0.04	0.09	-0.07	-0.13	-0.03	-0.04	230	
XXXXXXXXXX	-0.03	-0.25	0.01	0.11	0.02	-0.12	0.00	-0.04	519	
XXXXXXXXXX	-0.12	-0.32	0.06	0.10	0.06	-0.11	0.11	-0.03	247	
XXXXXXXXXX	0.19	-0.30	-0.05	0.06	-0.01	0.07	0.05	0.00	243	
XXXXXXXXXX	0.02	-0.23	0.00	0.16	0.13	-0.02	0.07	0.02	299	
XXXXXXXXXX	0.01	-0.22	0.03	0.14	0.07	0.02	0.09	0.02	564	
XXXXXXXXXX	0.02	-0.28	0.05	0.21	-0.01	0.02	0.17	0.03	241	
XXXXXXXXXX	0.06	-0.22	0.05	0.09	0.07	0.03	0.12	0.03	660	
XXXXXXXXXX	-0.13	0.34	0.03	0.07	0.09	-0.03	-0.08	0.04	1,071	
XXXXXXXXXX	-0.03	-0.03	0.12	0.10	0.15	0.04	0.07	0.06	403	
XXXXXXXXXX	0.06	-0.11	0.15	0.18	0.12	0.02	0.09	0.07	613	
XXXXXXXXXX	0.13	-0.11	-0.03	0.12	0.25	0.14	0.05	0.08	305	
XXXXXXXXXX	0.19	-0.10	0.10	0.14	0.15	0.14	0.19	0.12	324	
XXXXXXXXXX	0.24	-0.30	0.08	0.26	0.13	0.24	0.25	0.13	198	
XXXXXXXXXX	0.23	-0.06	0.10	0.16	0.31	0.03	0.21	0.14	213	
XXXXXXXXXX	0.22	-0.04	0.23	0.28	0.25	0.19	0.26	0.20	728	
XXXXXXXXXX	0.18	0.04	0.33	0.38	0.17	0.07	0.24	0.20	375	
XXXXXXXXXX	0.36	0.02	0.24	0.33	0.25	0.27	0.37	0.26	312	
Xxxxxxxxxxxx	0.47	0.10	0.41	0.55	0.49	0.44	0.51	0.42	321	

Could select the lowest and highest rated for classroom-level analysis

School name	Care		Clarify		Captivate		Consolidate		Mean	N
	Control	Challenge	Confer							
[Lowest rated overall]	-0.27	-0.38	-0.24	-0.18	-0.28	-0.38		-0.23	-0.28	604
XXXXXXXXXXXXXXXX	-0.14	-0.35	-0.18	-0.18	-0.27	-0.35		-0.20	-0.24	691
XXXXXXXXXXXXXXXX	-0.15	-0.43	-0.15	-0.05	-0.17	-0.35		-0.14	-0.21	633
XXXXXXXXXXXXXXXX	-0.22	0.04	-0.12	-0.21	-0.06	-0.31		-0.22	-0.16	810
XXXXXXXXXXXXXXXX	-0.15	-0.16	-0.12	-0.08	-0.11	-0.16		-0.12	-0.13	930
XXXXXXXXXXXXXXXX	0.00	-0.39	-0.07	0.04	-0.12	-0.09		-0.06	-0.10	469
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XXXXXXXXXXXXXXXX	-0.01	-0.41	-0.06	0.03	-0.04	-0.18		0.03	-0.09	502
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XXXXXXXXXXXXXXXX	-0.22	0.03	0.04	0.09	-0.07	-0.13		-0.03	-0.04	230
XXXXXXXXXXXXXXXX	-0.03	-0.25	0.01	0.11	0.02	-0.12		0.00	-0.04	519
XXXXXXXXXXXXXXXX	-0.12	-0.32	0.06	0.10	0.06	-0.11		0.11	-0.03	247
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XXXXXXXXXXXXXXXX	0.01	-0.22	0.03	0.14	0.07	0.02		0.09	0.02	564
XXXXXXXXXXXXXXXX	0.02	-0.28	0.05	0.21	-0.01	0.02		0.17	0.03	241
XXXXXXXXXXXXXXXX	0.06	-0.22	0.05	0.09	0.07	0.03		0.12	0.03	660
XXXXXXXXXXXXXXXX	-0.13	0.34	0.03	0.07	0.09	-0.03		-0.08	0.04	1,071
XXXXXXXXXXXXXXXX	-0.03	-0.03	0.12	0.10	0.15	0.04		0.07	0.06	403
XXXXXXXXXXXXXXXX	0.06	-0.11	0.15	0.18	0.12	0.02		0.09	0.07	613
XXXXXXXXXXXXXXXX	0.13	-0.11	-0.03	0.12	0.25	0.14		0.05	0.08	305
XXXXXXXXXXXXXXXX	0.19	-0.10	0.10	0.14	0.15	0.14		0.19	0.12	324
XXXXXXXXXXXXXXXX	0.24	-0.30	0.08	0.26	0.13	0.24		0.25	0.13	198
XXXXXXXXXXXXXXXX	0.23	-0.06	0.10	0.16	0.31	0.03		0.21	0.14	213
XXXXXXXXXXXXXXXX	0.22	-0.04	0.23	0.28	0.25	0.19		0.26	0.20	728
XXXXXXXXXXXXXXXX	0.18	0.04	0.33	0.38	0.17	0.07		0.24	0.20	375
XXXXX XXXXXXXX	0.36	0.02	0.24	0.33	0.25	0.27		0.37	0.26	312
[Highest rated overall]	0.47	0.10	0.41	0.55	0.49	0.44		0.51	0.42	321

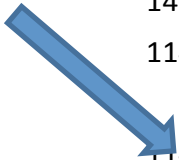
CLASSROOM PATTERN FOR THE LOWEST-RATED SCHOOL

Class ID	Care		Clarify		Captivate		Consolidate		Class Size
	Control	Challenge	Confer	Mean					
14132	0.57	-0.71	0.69	0.47	0.64	0.61	0.55	0.40	3
14141	1.33	0.18	0.96	0.70	1.00	1.19	1.30	0.95	3
14150	-0.53	-0.07	-0.76	-0.62	-0.39	0.58	-0.66	-0.35	5
11793	0.17	-0.27	-0.71	-0.26	-0.12	0.02	-0.23	-0.20	9
11476	-1.43	-0.80	-1.52	-0.90	-1.37	-0.95	-1.12	-1.16	11
14263	-0.78	-0.93	-0.77	-0.67	-0.97	-1.23	-0.85	-0.89	21
14282	-1.00	-0.78	-1.04	-0.75	-0.79	-0.91	-0.78	-0.86	18
11369	-0.98	-0.68	-0.77	-0.48	-0.98	-0.87	-0.93	-0.81	27
11804	-0.52	-1.26	-0.81	-0.41	-0.92	-0.73	-0.51	-0.74	25
11582	-0.85	-0.98	-0.41	-0.18	-0.42	-0.90	-0.57	-0.62	23
14260	-0.65	-0.02	-0.79	-0.45	-0.60	-0.87	-0.57	-0.56	23
11805	-0.41	-1.01	-0.46	-0.39	-0.60	-0.35	-0.52	-0.53	27
14277	-0.74	-0.57	-0.35	-0.38	-0.33	-0.86	-0.46	-0.53	28
11764	-0.83	-0.22	-0.43	-0.16	-0.79	-0.68	-0.53	-0.52	24
11406	0.00	-0.61	-0.08	-0.57	-0.41	-0.53	-0.39	-0.37	17
14163	-0.01	-0.73	-0.16	0.01	-0.38	-0.45	-0.18	-0.27	21
14035	-0.06	-0.31	-0.21	-0.42	0.24	-0.34	-0.26	-0.19	27
11712	-0.12	-0.34	-0.06	0.08	-0.25	-0.31	-0.26	-0.18	28
14152	-0.34	-0.24	-0.14	0.02	-0.07	-0.15	-0.02	-0.13	17
11621	-0.26	-0.09	-0.09	-0.08	-0.13	-0.11	-0.03	-0.11	18
14014	0.03	-0.18	0.01	0.06	-0.33	-0.20	0.03	-0.08	22
11757	0.22	-0.61	-0.04	0.23	-0.14	0.00	-0.03	-0.05	20
11797	-0.11	-0.30	-0.15	0.29	-0.07	-0.11	0.24	-0.03	23
11529	0.32	-0.67	0.27	0.08	0.24	0.12	-0.01	0.05	21
11298	-0.33	-0.06	0.05	0.10	0.32	0.07	0.33	0.07	22
11753	-0.11	-0.24	0.32	0.14	0.57	-0.25	0.22	0.09	21
11711	0.47	0.22	0.07	0.34	-0.35	-0.05	0.21	0.13	32
14045	0.37	0.21	0.12	0.33	0.27	0.31	0.25	0.27	16
11379	0.08	0.42	0.39	0.33	0.30	0.19	0.51	0.32	23
11465	0.02	0.92	0.58	0.46	0.70	0.24	0.43	0.48	29



CLASSROOM PATTERN FOR THE HIGHEST-RATED SCHOOL

Class ID	Care	Clarify		Captivate		Consolidate		Class Size	
		Control	Challenge	Confer	Mean				
14015	-0.35	-0.78	-0.99	-0.80	-0.52	0.27	-2.19	-0.77	3
11697	0.48	-0.31	0.06	-0.08	-0.34	0.05	-0.23	-0.05	7
14306	0.35	-0.07	0.36	0.13	-0.04	-0.37	0.18	0.08	8
11397	0.02	0.46	-0.17	0.24	0.41	-0.02	0.19	0.16	3
11594	0.23	0.04	0.05	0.30	-0.33	0.56	0.33	0.17	5
14075	0.55	-0.21	0.32	0.42	0.23	0.82	0.45	0.37	8
11494	0.72	0.20	0.23	0.60	-0.06	0.42	0.58	0.38	7
11454	-0.08	-0.17	-0.66	-0.16	-0.25	-0.08	-0.28	-0.24	23
11456	0.37	-0.37	0.12	0.04	0.15	-0.02	0.48	0.11	19
11739	0.36	-0.10	0.36	0.36	0.39	0.46	0.47	0.33	29
11391	0.13	0.23	0.38	0.27	0.78	0.59	0.33	0.39	29
14091	0.28	0.12	0.61	0.40	0.82	0.33	0.62	0.45	21
11470	0.19	0.19	0.65	0.64	0.42	0.46	0.90	0.49	18
11601	0.52	-0.11	0.63	0.50	0.45	0.74	0.75	0.50	18
14279	0.83	-0.62	0.63	0.57	0.86	0.60	0.66	0.50	19
11824	0.55	0.75	0.44	0.52	0.74	0.72	0.56	0.61	24
14357	0.87	0.11	0.75	0.63	0.72	0.64	0.69	0.63	16
11381	0.69	0.48	0.65	0.45	0.81	0.61	0.79	0.64	23
14187	1.02	0.53	0.76	0.55	0.76	0.42	0.91	0.71	14
11715	0.87	0.49	0.85	0.59	0.76	0.57	0.87	0.71	27



**We can examine patterns
by course title.**

Average agreement with Seven C's statements in one suburban high school, by course title, for selected courses that each have multiple sections.

	CARE	CONTROL	CLARIFY	CHALLENGE	CAPTIVATE	CONFER	CONSOLIDATE
Algebra 1	41	37	52	59	46	42	50
Biology 1	39	37	49	57	47	42	49
Chemistry 1	42	81	56	68	54	47	65
English 10	28	37	38	53	34	38	48
English 10 H*	57	72	83	82	74	72	74
English 11	60	61	69	74	67	64	68
English 9 (H)*	44	41	58	67	55	57	58
Geometry	34	47	55	64	46	51	53
US/VA Govt	47	54	68	72	61	66	66
US/VA History	54	52	67	71	68	60	64
Wld Civ to 1600 H*	32	52	57	59	53	48	52
World Civ 1	35	44	56	58	50	46	51
World Civ 2	35	38	51	60	48	46	52

The Point: There are many ways that student perspectives can be used to provide useful information about patterns of teaching effectiveness.

Some Things to Keep in Mind

Keep in Mind #1

While value-added as a measure of learning is something we care a lot about, **we also care about development of healthy dispositions and the quality of life in the classroom.**

There are measures such as teacher sensitivity that are not the strongest correlates or predictors of value added, that we nonetheless care about because of the types of experiences we want our children to have in school.



Keep in Mind #2

Teaching effectiveness is truly multi-dimensional. Statements such as "It's all about relationships!" or "It's all about having high expectations," are just too simple.

For example, classroom control is the strongest correlate of value added gains, but it is important to keep in mind that a good teacher achieves control at least partly by being good on other 7C's dimensions



Keep in Mind #3

Classrooms exist inside schools, inside districts.

It is important to keep in mind that **leadership and learning communities** above the classroom level are what get us the changes we want at the classroom level.



Keep in Mind #4

We need **multiple measures, multiple times, over multiple years**, for making high stakes decisions.

This way, no one instance of measuring the classroom will have such high stakes that teachers will have reasons to be fearful, which will be important, particularly at the outset.

